



# POLICE SECTOR COUNCIL Project #8

Fiscal 2007/2008 and 2008/2009



## ***DEVELOPING E-LEARNING CURRICULUM***



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## Proposal Overview

The Council is establishing a national curriculum of “mandatory” courses in e-learning format. It will be of significant benefit to policing in terms of more efficient access to skills development and enhancement.

The recent project (*National Diagnostic on HR in Policing*), examining training and education and leadership development, provided considerable information on the increased use/awareness of e-learning in policing (~ 40% of services). It also clearly highlighted the need for more standardized national curriculum e-learning options, maximizing the efficiency/effectiveness of distance and blended learning, and reducing the costs/impacts of travel and accommodation for off-site learning.

Last year an SCP-funded pilot (CPIC version 3) assessed e-learning up-take and impact, and the evaluation showed considerable value in terms of impact of national e-learning solutions.

Based on that success, the Council will undertake the implementation of an national e-learning curriculum – through courses funded through the SCP and its “sister” organization the Canadian Police Knowledge Network (CPKN) to solidify and expand the piloted partnership success and further leverage this “e-learning arm.” CPKN is a not-for-profit police collaborative created to meet the needs and coordinate the design and delivery of e-learning and e-working products for the police community. It is recognized and supported in the policing community, partners with the National Research Council, Holland College, and extensive subject matter experts from the Canadian academies, colleges and police services.

The objective of this project is to continue the process initiated through the pilot, and to develop/deliver e-learning curriculum for policing - adding 2 new pieces of “mandatory” or “high-demand” curriculum to the inventory available to all police employees.

All components of this project are in direct support of PSC’s:

- **vision** - integrated HR planning and management, improved performance and productivity
- strategic **goal** - high performing and productive policing, sustainability long term
- strategic **priorities** - integrated, informed and networked sector

### Activities

- develop/deliver 2 or 3 new courses – *diversity, firearms verification, ethics, mental health*
- implement - communicate the accessibility of two new courses in both official languages, register users, monitor use and maintain curriculum
- evaluate and report

### Output

- mandatory curriculum provided at lowest cost to users across the policing community
- evaluation report highlighting up-take, utility and practicality, cost/benefit analysis
- recommendations and options for further curriculum

### Outcomes

- increased skills development and enhancement in critical training areas
- an accepted and standardized approach to more integrated distance learning
- sector-wide recognition /utilization of national e-learning
- efficiency gains, improved productivity/performance, and long term sustainability

### Budget/ Timeframes

- in fiscal year 07/08 and into 08/09 - **\$250K** - for development, translation, delivery, monitor and evaluation; and steering committee activities



## Introduction

**Mandate** - the Police Sector Council (PSC/CPS) was incorporated in November 2004, to facilitate integrated and innovative human resources planning and management. The Council brings together leaders from the senior ranks of governments, police agencies, employee associations, governing bodies and training institutions.

**Objective** - to understand and address the most critical HR challenges facing policing into the future; and to facilitate - through collaboration with partners and stakeholders - the development and implementation of long-term solutions. The Council's strategic goal is to improve human resources planning and management, improve police productivity and performance, and ensure the sustainability of the sector.

**Project objective** - initiate the development and implementation of a program of "mandatory" e-learning for policing. It directly supports the Council's strategic priorities - an "informed, networked and integrated" police sector. It also addresses the need for a common, sector-wide approach to learning and training, and supports transformational change in HR planning and management.

## Project Background - labour market and skills issues

The Canadian policing sector is subject to the same human resource challenges facing other industry sectors - an ageing workforce, high attrition rates, a disinterested and diminishing youth cohort, and complex policy and operational environments that are evolving at a dramatic pace.

Changing workplace demands - new technology, new requirements for programs/services and delivery, and new and complex criminality - drive requirements for a dynamic "learning" workforce, and enhanced skills and knowledge. The costs of training and education are a significant budget challenge for all police services; now and into the future, a continuous learning culture will cost more, be more time/resource consuming, and more complex.

The decade ahead is pivotal - rigorous, focussed and integrated management of the HR function is required to respond to both the realities of changing workforce and workplace environments. Police services will have to re-assess many of the human resources planning/management practices, including how to deliver essential skills and competencies for effective policing. By a sectoral approach, policing can more effectively plan and manage the training/education functions for all policing.

Previous studies have highlighted the issues and encouraged sectoral response and solutions. The 2001 sector study - *Strategic Human Resources Analysis of Public Policing* - provided an excellent overview of the environment, demographics, and the human resource challenges of the late 1990s. It made recommendations for immediate action in improving sector efficiencies and improving HR management capacity. An update to that Sector Study - *Policing Environment 2005* - was distributed in March 2006, and identified new and reinforced previous training related **findings and recommendations:**

- **findings**
  - there is an urgency to implement a national education/training strategy
  - police training academies/institutions will need to change the focus and approach of their curriculum offerings - to produce harmonized and standardized "professional" qualifications
  - the absence of harmonized training and educational standards limit the extent and actual economic benefits of collaboration
  - each jurisdiction spends considerable effort and money on siloed development and maintenance of police training and education - sharing among jurisdictions is minimal



- new skills identified to keep pace with the changes in the operating environments can *no longer be learned through traditional methods alone*
- thinking and innovation skill-sets, continuous learning and knowledge management, flexibility and adaptability will ensure personnel the best possible information and knowledge, as efficiently as possible
- **recommendations**
  - increase collaboration across police services for the design and delivery of skills training and knowledge development, common to all policing
  - conduct an overall review (supply/demand forecast) of the ability of training institutions to accommodate projected training demands and methods to meet those projections
  - develop an **internet-based learning resource accessible to all police** that would enable just-in-time learning. This learning resource should be appropriately funded so that financial barriers do not limit access to content
  - explore co-operative ventures between publicly funded training and education institutions

The Council completed an *HR Diagnostic* (Oct/07) to examine the current status and identify gaps in education and training. it included the following **recommendations**:

- reduce the time and emphasize the most efficient delivery mechanisms for training ... examine and share of best practices such as blended learning approaches being practiced by a number of police organizations
- nationally co-ordinate the leveraging and sharing of current training resources
- develop a series of strategies to increase the accessibility of professional development and training to all police organizations
- a national learning strategy should focus on customized, shorter, more intensive learning opportunities, offered at a variety of times and in a variety of ways

More recently the Council conducted an e-learning pilot (December 2007) *CPIC Query Narrative Online Course* and the evaluation exceeded expectations:

- 1531 registered participants, 1,221 started the course and 876 completed the course
- participants from a diverse range of agencies and organizations - police (sworn officers, cadets, and civilian staff), Corrections, Customs, Immigration, and Border Security
- 93.3% completed the entry survey, 89.4% completed the exit survey
- additional interviews with participants, supervisors, and training coordinators were conducted
- all were positive about online learning as a training method - more staff could access course
- high ratings were given to the course's: interactive exercises, the ability to complete modules at their own pace, and the ease of revisiting modules, accessibility from home or work according to the learners' schedule. Online format significantly reduced scheduling conflicts
- 77% of participants rated their knowledge gain from the course as medium to medium high
- Training Supervisors indicated personnel can now use more functions in CPIC
- 73% of participants stated that the course was very relevant to their jobs
- 58% indicated that they had learned new skills that they could apply to their job
- 59% reported that they would recommend the course to a colleague

This pilot was a success not only in terms of participation and overall satisfaction, but also for the attention it brought to the value of e-learning as a source of accessible, consistent, and flexible training.

Cumulatively, the reports have recognized the need to accelerate improvements in the education and training processes, and in more effective delivery of skills and knowledge, including greater opportunities for more performance-based training and learning.

A sector-wide approach to e-learning is now considered a foundational priority to effective sustainability.



## Project Overview

### ▪ Rationale

Given the broader context of demanding policing environments and competitive labour markets, efficient and effective options to deliver education/training are critical to competitiveness and sustainability.

Mandatory training for recruits and/or officer development forms a large component of all police services annual budgets . This includes: basic/recruit training, orientation/field training, regular in-service training, and advanced police development, or mandatory re-training.

Increasingly, internet-based learning is being recognized and embraced as a practical solution to provide just-in-time learning, efficiently and more effectively delivered.

This project is intended to establish the foundation for the effective delivery of e-learning to all police personnel, a national approach to improved education and training delivery. It will also provide valuable data on the potential to increase training results, cost savings and sector capacity.

### ▪ Objectives

This project will:

- deliver 3 (or 4) new pieces of mandatory curriculum for a national e-learning inventory
- provide new data on feasibility, up-take and cost/benefits of e-learning on a national scale
- assess learner satisfaction and instructional effectiveness -learner retention, skills/knowledge transfer - with a sampling of users across Canada

### ▪ Scope:

The Council will manage the initiative, in partnership with the Canadian Police Knowledge Network (see Project Team), who will design and develop the learning products with policing subject matter experts, promote and facilitate the delivery to (and up-take by) the policing community, and undertake evaluation activities.

The concept of “national” curriculum accessible to the policing sector is a new initiative:

- national in scope - all police services employees as potential users
- leverage a broad-based and critical sector steering committee - knowledgeable and interested “champions” chosen from key stakeholder groups
- appropriate e-learning courses - selected for national relevancy and immediate applicability
- a new approach to a sectoral licensing process and communications process
- a national launch
- a 4 to 6 month evaluation period

### ▪ Output:

- e-learning curriculum accessible by all policing employees
- design and develop “mandatory” curriculum - *Ethics, Diversity Training and Firearms Verification, Mental health* - as nationally accessible offerings - in both French and English
- analysis and evaluation report with recommendations
- a draft national strategy as appropriate

### ▪ Activities:

- formalize partnership agreement with CPKN
- identify the steering committee
- hold 1 or 2 committee meeting as needed to define deliverables, process and success criteria
- develop evaluation plan and process



- design, develop and launch courses through the use of policing subject matter experts to ensure quality and validate utility
- engage in extensive communications to encourage up-take
- monitor numbers, use and relevance
- evaluate through surveys, individual interviews, focus groups, etc. as per evaluation plan
- prepare report with recommendations and strategy as appropriate

▪ **Success criteria:**

- significant nation-wide on-line use
- positive feedback in terms of utility and value
- cost beneficial delivery

**Project Budget**

▪ **Project - January - April 2008 - evaluation through October 2008**

Timeline	Who	Activity	Cost
<b>Pre-project activities</b> March 2008	<b>Council</b>	<ul style="list-style-type: none"> <li>- identify steering committee - Canadian Association of Police Educators (CAPE) executive team</li> <li>- consult with other sector councils re similar work</li> <li>- meet/teleconference with steering cmt - methodology, success criteria, validate approach, and communication plan/process</li> <li>- develop a general project work plan and budget</li> </ul>	- in-kind
<b>Project Phase</b> March 2008 to September 30 2008	<p><b>1. Council</b></p> <p><b>2. Steering cmt</b></p> <p><b>3. Evaluation consultant</b></p> <p><b>4. CPKN</b></p>	<ul style="list-style-type: none"> <li>- prepare project documentation</li> <li>- research options</li> <li>- finalize partnership agreement with CPKN</li> <li>- draft communications plan</li> <li>- build awareness of the project and create up-take and “buzz”</li> <li>- review project plan</li> <li>- review communications plan</li> <li>- establish evaluation plan</li> <li>- review progress</li> <li>- develop evaluation methodology/ criteria</li> <li>- design/develop courses</li> <li>- deliver - register, support, track on-line course via national portal</li> </ul>	<ul style="list-style-type: none"> <li>- include in-kind resources of ~ \$8000</li> <li>- \$10K - meeting</li> <li>- \$15K - professional fees</li> <li>- \$250K - license fees</li> </ul>

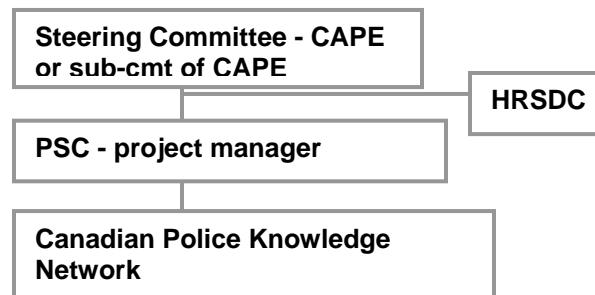


	<b>5. Steering cmt/ CPKN</b>	<ul style="list-style-type: none"> <li>- monitor use and response to course on-line</li> <li>- issue status reports, as required</li> <li>- trouble shoot as necessary</li> <li>- gather analytic data</li> <li>- complete evaluation</li> </ul>	- in kind
<b>Post - project September 2008</b>	<b>1. steering cmt /CPKN review</b>	<ul style="list-style-type: none"> <li>- review evaluation report</li> <li>- present to Board of Directors - strategy and implementation approach</li> </ul>	- in kind
<b>GST</b>			<b>\$6875</b>
<b>Total Cost</b>			<b>\$281,875*</b>

\* in-kind expenditures - 8 person steering committee - 20 hours of effort **\$8000**

## Project Team

The following chart illustrates the proposed project organizational structure.



**Board of Directors** - approves project for SCP funding as part of annual business plan, supports communications, and reviews evaluation report, assesses/approves projects for following years

**Strategic Leadership Group** - identify a liaison to the project to provide overall direction and guidance to steering Committee.

**Council office** - facilitate project management and secretariat support as required; lead ongoing communications through the web-site, identify appropriate follow up activities.

### Steering Committee -

To ensure buy-in and broaden participation, the steering committee for this research study will be drawn from the Canadian Association of Police Educators (CAPE) - some members of which also serve on the board and as an advisory group to CPKN. The committee will be augmented with some additional participants from the other constituencies - unions, government, etc as required.

Steering Cmt. (or sub-cmt) will

- review and approve the specific objectives and approach to the project
- approve activity plan for the project
- hold regular meetings (or conference calls) on the progress of the research
- resolve issues/procedural questions during the project



- act as a resource to support buy-in and up-take
- provide data and support analysis
- review/input to reports
- review and implement communications plans
- recommend appropriate follow-up action(s) to the project

**Executive Director (ED)** - will provide day-to-day support, and will facilitate the Board Liaison activity, develop the partnership agreement - between the Council and CPKN, review the work plans, provide interim and final reports to the Board, monitor milestones, and evaluate success.

**Project Coordinator** - working with the CPKN, will lead all communications with the steering committee on an ongoing basis, provide support and secretariat services on an as needed basis.

**Government of Canada Sector Council Program** - will provide funding for the project and will take an active role - share information and lessons learned, etc - with the steering committee, as appropriate.

**The Canadian Police Knowledge Network (CPKN)** - will be responsible for design, development and delivery (registration, support, tracking, and reporting) of the French and English courses - ***Diversity Training, Investigative Communications And Firearm Verification*** - as well as on-going maintenance and up-keep of courses into the future.

The courses will be free of charge to employees for 1 year period, and then placed in the CPKN course inventory and accessible to all policing at a fee to cover administrative costs (expected to be \$20 to \$25 per student).

CPKN will also develop an evaluation plan, carry out evaluation activities, and support PSC's final report.

CPKN is a not-for-profit collaborative network, established in March 2004, to identify the needs and coordinate the design and delivery of e-learning and e-working products for the police community:

- national in scope and established strong relationships with major police services across Canada
- a national forum for complimentary police training initiatives - actively promotes "Best Practices" and national standards
- in partnership with the Canadian police community
- significant in-house research capacity and conducts leading-edge research and evaluation activities in support of course development, the elimination of technical barriers and the identification of emerging technological trends
- access to three development teams, each with a minimum of 6 years experience in the field of e-learning. These teams include: Sheridan College (Oakville) and Université de Moncton, providing bilingual design and development capacity
- stable technical infrastructure - secure access portal, learning management system, bilingual interface - proven design and development capacity, hosting expertise (registration, support, tracking and reporting), and established business procedures

The National Research Council, Holland College and the Canadian police community partners with the CPKN to:

- foster a collaborative attitude among Canadian police leaders in the areas of e-learning and e-working
- leverage existing federal government investments and initiatives in e-learning and e-working and builds upon those successes - Justice Knowledge Network, the RCMP Learning and Development
- focus on the production of high quality and accessible e-learning and e-working products
- endorse a model of economic sustainability for continued e-learning (under development)



The CPKN portal was launched on October 25, 2004 ([www.cpkn.ca](http://www.cpkn.ca)) providing members of the Canadian police community access to a variety of e-learning and e-working products.

CPKN has worked with the many police organizations to develop e-learning courses: RCMP Learning and Development Branch, Forensic Labs and National Missing Children Services; Winnipeg Police Service; Cape Breton Regional Police Service; Edmonton Police Service and the Atlantic Police Academy.

As an established supplier of e-learning to the Canadian police community, CPKN has demonstrated the capacity to meet training requirements with high quality, interactive and cost-effective products.

## Course Descriptions

### 1. Investigative Communications

#### Background

- human interaction and communication are the most basic tools in the field of law enforcement and the most important tools for gathering information and conducting investigations
- *Investigative Communications* teaches the strategic skills of rapport building, effective communication, and memory to aid in developing a relationship with a witness, suspect and/or victim; or in conducting investigative interviews, deception detection and extracting the maximum amount of factual information from a witness, suspect or victim
- *Investigative Communications* is developed in conjunction with the RCMP - split into three segments - “truth and deception”, “communications and memory”, and “interviewing” - to improve the learning experience and more logical break points. The break points allow the officer opportunity for reflection on the content of the course, or convenient points to step away from the training to tend to other job duties.
- demand for this type of training is high, and continues to increase

**Course Length** - ~ 2 hours per module

**Current status** - 95% complete

**Schedule** - English and French courseware will be complete February 29<sup>th</sup>, 2008 for pilot and refinement

#### Target Market

- all police officers and new recruits - skills are fundamental
- to individuals dealing with, or exposed to, diverse communities

**Budget** - \$75,000 - design/development costs and access and support to all 3 courses (English and French versions) for police services and academies

### 2. Diversity Training

#### Background

- diversity is at the top of the list of training initiatives for police services across Canada. CPKN and the Ontario Police College (OPC) are already working, with input from the Toronto Police Service and the RCMP, to design/develop a catalogue of modules specific to diversity issues:
  - introduction to diversity
  - racial profiling
  - introduction to aboriginal & first nations issues
  - hate crimes awareness
  - cultural awareness (various cultures)
  - Canadian and province specific human rights codes
  - teaching diversity – what instructors should know
- the first 2 modules under development are: *Introduction to Aboriginal & First Nations' Issues* and *Hate Crimes Awareness*
- need to deliver awareness training that reflects current societal issues and trends



- modules may pertain to all forms of harassment, discrimination and diversity in the workplace and within the diverse communities
- currently, training is delivered in the classroom but is limited by the availability of trainers and availability of police officers
- OPC will dedicate one full-time Instructor from the Race Relations and Adult Education Unit to the design of internet based training modules and to maintain the integrity of the content - captured as in-kind support

**Course Length** - each module ~ 30 minutes.

**Current Status** - 50% complete as follows

- **Hate Crimes Awareness** module - 100% complete (national focus)
- **Aboriginal Awareness** module - 0% complete - expecting mid-April completion

**Schedule**

- **Hate Crimes Awareness** - English courseware complete - January 1st, 2008; French courseware complete - February 15th, 2008
- **Introduction to Aboriginal & First Nations' Issues** - English courseware complete - March 15th, 2008; French courseware complete - April 28th, 2008

**Target Market** - individuals dealing with, or exposed to, diverse communities

**Budget** - \$75,000- design/development, access and support (English and French)

### 3. Enhanced Firearms Verification

**Background**

- in-depth look at firearms and a number of other issues that police officers and others deal with on a daily basis
- designed to assist the National Verifiers Network identify firearms in support of registration, in compliance with the Firearms Act
- April to July 2007, 700 individuals across Canada were trained - in 2008 planning to train 1,500 individuals - assuming classroom delivery
- budget and training resources/instructors limit the number of participants.
- Public Agency Regulations will be in-place to report firearms inventory to the national system
- content and a subject matter expert are available through National Police Services (NPS), Canadian Firearms Centre, Canadian Firearms Registry
  - CFC oversees administration of the Firearms Act and the Canadian Firearms Program (CFP)
  - NPS is a global leader in the development of leading edge scientific and identification methodologies and tools to fight crime.
- content includes:
  - firearms identification
  - ignition systems & ammunition
  - firearms markings
  - antiques and reproductions
  - difficult yet common firearms
  - the firearms reference table (frt)

**Course Length** - 2 hours

**Current Status** - 2% complete now - ready for *delivery* by late March

**Schedule**- English courseware complete – February 29<sup>th</sup>, 2008; French courseware complete – March 31<sup>st</sup>, 2008

**Target Market** - any police officer or business/person involved in identifying and verifying firearms for the purposes of registration including public agencies, front-line officers and firearms business owners/employees

**Budget: \$85,000** - design/development, access and support (English and French versions)



## Communications

The primary target audience for this training is all police employees. Policing education is managed jurisdictionally and within traditional legislative silos. The approach to more integrated and horizontal management will be fully supported by Provincial ADMs (justice or Policing) and be available at academies and through police services.

With this initiative, the Board will be in a position to do two things:

- reach a consensus on this e-learning “model” and submit it to the “sector” for validation and support
- undertake follow-up actions to implement national e-learning horizontally for the sector

The Council is using its web-site as a knowledge/information hub to network key individuals in the community, distribute Council “approved” HR products and tools, and enable generic marketing to “attract” and support recruitment.

The Council communication strategy focuses on a variety of communications products and activities, to achieve the following **objectives**:

- 1. awareness** - to generate understanding, establish credibility, and influence key decision-makers.  
**Indicators:** changes in membership levels; increased volume of Web hits; volume and nature of email and telephone enquiries to PSC office; comparison of benchmark data with follow-up survey of police community constituents; feedback from PSC Directors; increased volume of balanced media coverage referencing the PSC.
- 2. interest** - to generate interest in Council projects and to facilitate the sharing of relevant findings - research, surveys, best practice models, committee work, recommendations for operational and public policy changes, etc.  
**Indicators:** increased volume of Web hits; volume of email and telephone requests for PSC materials; volume of balanced media coverage generated by PSC reports/activities.
- 3. sector concept** - to encourage a sector-wide approach to addressing urgent HR issues.  
**Indicators:** anecdotal feedback from Directors and Members; volume and nature of email and telephone enquiries about priority issues and PSC activities; number of PSC projects attracting active participation from member organizations.
- 4. implementation** - to champion sector activities that enable recommendations from the 2001 Sector Study and 2006 Sector Study Update  
**Indicators:** feedback from Directors, Members and officials at HRSDC; comparison of benchmark data with follow-up survey of police community constituents; volume of Web hits, email and telephone enquiries; membership levels.

The Council will use communications tools/approaches, as appropriate:

- **web site**
  - principal communications channel
  - news, research data and executive summaries, best practices, member queries, links, contact information, media products, Board member bios, etc.
  - updated daily (media summaries)
  - search function to identify relevant reports, articles, etc.
- **web alert**
  - brief email message to advise of important new additions to the Web site (e.g. site now on-line, research results, best practice, new tools or templates, etc.)
  - recipients would have the option to remove themselves from the distribution list



- **periodic e-mail alerts**
  - 1-2 sentence summaries of media articles and source information via email to Members
  - message text to include hyperlink to Research section of PSC Web site
  - recipients would have the option to remove themselves from the distribution list
- **newsletter: the Council Blotter**
  - periodically - 4 pages (2 pgs English, 2 pgs French)
  - news, photos, research results, best practices, HR tools/templates, profiles of leaders
  - consistent with Web site look and feel
  - hard copy and electronic distribution (based on member preferences)
  - abridged version (300-500 words), distributed to PSC Directors for printing/posting in other sector vehicles - association newsletters, Web sites
- **backgrounder/brochure**
  - brief, generic PSC description - mandate, leadership, value proposition for members, etc.
  - for widespread hard copy and electronic distribution - Web site, conferences, speaking opportunities, response to enquiries from public, media, police constituents
- **media products**
  - to draw attention to significant results of major research projects
  - news release, backgrounders - widespread, proactive distribution to primary/secondary audiences

## Evaluation

The results of this project are critical to a national focus on education and training, and to the future of the Sector Council and the value proposition the Board provides to the sector. The results will also provide a baseline against which to measure performance improvement for future activities.

An evaluation assesses success based on both qualitative and quantitative measures:

- **objective** - police services will benefit from cost-effective, consistent training relevant to issues their officers face on a daily basis
  - all officers will be asked to complete a survey at the end of the learning experience
  - more in-depth assessment with a sample of users
  - survey results will be tabulated and reported at the end of the project.
- **quantitative**
  - number of registered users
  - survey of sector participants
  - support logs
  - volume and nature of e-mail and telephone enquiries to CPKN/PSC office
  - uptake of other CPKN courses during this period
  - future PSC projects attracting active participation from sector individuals/organizations
- **qualitative**
  - feedback from primary audiences: surveys, focus groups and interviews with a representative sample of users as well as senior police executives, training officers and other police stakeholders
  - media monitoring and analysis

In the longer term, the Sector should see significant improvement in efficiencies and effectiveness and the achievement of the Council's:

- **vision** - integrated HR planning and management, improved performance and productivity
- **strategic goal** - high performing, and productive policing, sustainability long term
- **strategic priorities** - an integrated, informed and networked sector.



## Summary

**This is a foundational activity to the continued work of the Police Sector Council and its success will solidify the Council's value to the Sector and improve the potential of the policing community to function as a sector in the long term horizon.**



## Appendix A SCHEDULE/BUDGET Details

### 1. Firearms - enhanced training

- **schedule**
  - English courseware – 8 weeks
  - French courseware – 14 weeks
  - Evaluation – 6 months later
  - Final report – 1 month later
- **budget**
  - development \$41,000
  - translation \$12,000
  - steering cmt. \$5,000
  - evaluation/support: \$10,000
  - Total: \$68,000

### 2. Diversity - 2 modules

- **schedule**
  - English courseware - July 1st, 2008
  - French courseware – August 15th, 2008
  - Evaluation – February 28th, 2008
  - Final report – March 31st, 2009
- **budget**
  - development: \$25,000
  - translation: \$15,000
  - steering cmt: \$5,000
  - evaluation/support: \$10,000
  - Total: \$55,000

### 3. Ethics in policing

- **schedule**
  - English courseware – June 1st, 2008
  - French courseware – July 1st, 2008
  - Evaluation – December 31st, 2008
  - Final report – January 31st, 2009
- **budget**
  - development \$60,000
  - translation \$ 8,000
  - steering cmt. \$ 5,000
  - evaluation/support: \$10,000
  - Total: \$83,000

### 4. Emotionally Disturbed Persons (EDP)

- **schedule**
  - English courseware – June 1st, 2008
  - French courseware – July 1st, 2008
  - Evaluation – December 31st, 2008
  - Final report – January 31st, 2008
- **budget**
  - development \$50,000
  - translation \$12,000
  - steering cmt. \$ 5,000
  - evaluation/support: \$10,000
  - Total: \$77,000